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ABSTRACT

This booklet contains sample lessons and learning materials from the countries of Asia and Oceania for teaching population education in social studies. The booklet is one of a series of six, each of which brings out population education concepts as part of a particular subject area. The subject areas treated in the other booklets are home economics, health, geography, science, and math. The purpose of the series is to provide teachers, curriculum developers, and educators with useful tools for disseminating population education concepts in the school setting. The population programs in this booklet on social studies are mainly from Indonesia, India, Malaysia, Pakistan, Philippines, the Republic of Korea, Sri Lanka, Thailand, Fiji, and Papua New Guinea. In all these countries population education concepts are integrated into various subject areas which are being taught in primary and secondary schools. There are two major parts to the booklet. The first part contains a scope and sequence chart of population education concepts consolidated from charts of the various countries. The chart indicates concepts, sub-concepts, objectives, and grade levels. The second part of the booklet contains illustrative samples of social studies lessons. Population is one of the major problems on which social studies focuses. Issues examined include changes in the size of population: the character and structure of the population by sex, ethnicity, occupation, and class: movements of population within countries: urbanization: family structure: the status of women: and the relationship of population to the economy, to government policy, to the distribution of political power to affect the size and distribution of population. These issues are treated in the curriculum through a problem-oriented approach--the discussions and solutions of which are dealt with through the use of values clarification method. (Author/RM)

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population education in SOCIAL STUDIES

some sample lessons

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NOTE TO THE READER

This collection of instructional materials is in response to a number of requests for sample lessons and learning materials on population education from around the world, most especially from the countries of Asia and Oceania. This increasing demand for actual lessons is a reflection of the stage that many national population education programmes in Asia and Oceania have now reached either in the curriculum or teaching stage or both. This collection of instructional materials is intended to provide teachers, curriculum developers and educators with useful tools for disseminating population education concepts in the school setting.

For faster adaptation and better application, this collection of population education lessons has been selected from current population education programmes in Asia and Oceania--mainly from Indonesia, India, Malaysia, Pakistan, Philippines, Republic of Korea, Sri Lanka and Thailand, and including Fiji and Papua New Guinea. In all these countries, population education concepts are integrated into various subject areas which are being taught in primary and secondary schools. Matrix A presents a listing of subject areas into which population education is integrated in countries having population education programmes.

For many curriculum developers and teachers, population education is a new area. For this reason and the fact that it needs to be taught with other subject areas because of its broad-based orientation, many in the field have expressed the need to develop more knowledge and skills in integrating the concepts into various subject areas such as social studies, science, biology, home economics, mathematics, health and others. Integrating population education into various subject areas is not as easy as it might seem. Although a number of content analyses of school textbooks have shown that some population education concepts already exist in these materials, they are there more by accident than by design. Furthermore, the need to show relationships between concepts under population education vis-a-vis the mother subject is neither implicitly or explicitly done in these textbooks. What is needed is a sharper focus on the actual techniques for making population education concepts part of a subject area. While it is also true that a number of materials have been developed which appear to demonstrate a structure for teaching population education, this structure often consists only of overall goals, generalizations and behavioural objectives on a very skeletal basis.

Organization of This Booklet

This booklet is one of six available in a set, each of which brings out population education concepts as part of a particular subject area. The six titles are:

1. Population education in home economics
2. Population education in health
3. Population education in social studies
4. Population education in science
5. Population education in mathematics
6. Population education in geography.

These subjects were selected because they form the basic areas of study in the educational system of any country. Since the contents which may be included in population education programmes will, quite naturally, vary with the maturity and needs of the students, these lessons are actually geared to different levels: lower to upper primary to middle school and high school. To provide the teachers with a detailed view of how population education concepts are integrated in each subject area, a scope and sequence is given as introduction and guide to each booklet. Each scope and sequence consists of a listing of concepts under which a number of sub-concepts, objectives and grade levels fall. This scope and sequence is consolidated from population education curricula of nine countries: Bangladesh, Indonesia, India, Malaysia, Pakistan, Philippines, Republic of Korea, Sri Lanka, and Thailand. In consolidating the various samples of scope and sequence of these nine countries, we found many instances where a particular sub-concept can appear under two related concepts. Some closely similar lessons are also being taught in different grades in various countries. The best that we could do in the first instance was to merge related concepts into one and in the second instance to state that a lesson designated for upper primary can also be useful for lower secondary and so forth.

The selection of sub-concepts to illustrate is based primarily on the availability of interesting and innovative lessons on that particular topic. You will see in the scope and sequence that only those sub-concepts which are illustrated with lessons are indicated by an asterisk (*). Each lesson contains a box which provides the user with initial information with regard to content, objectives, grade level, and the scope and sequence number. This number identifies the place of the lesson in the scope and sequence. Many different materials and lessons are included in this booklet. There are several short (about 30 to 45 minutes) lessons as well as a few complete units. Some are reproduced in their entirety and many adapted from the existing curriculum materials from the selected countries.

The lessons in this booklet are not intended to be comprehensive. They have, however, been selected to represent the broad concerns of this particular subject area. The Clearing House would appreciate feedback from the users regarding its use or non-use. Hopefully, these few lessons should generate more contributions from the Member States by providing us with actual lessons which they think can be of great use to other countries. With these few lessons serving as a springboard, we hope that teachers, trainers or curriculum developers will devise or add more lessons until the sub-concepts in each scope and sequence have been completely illustrated.

POPULATION EDUCATION IN SOCIAL STUDIES

Social studies is the study of man and his relationship with other members of society in his historical setting and in his contemporary milieu. Through social studies, learners should develop an understanding of man's relationships with man, with the earth, with institutions and with goods and services. It seeks to develop in the student an understanding of social and cultural values of life thereby equipping him with abilities to conduct his duties in the society in an effective way by making decisions that will develop not only himself but the society as a whole. Growing out of social upheavals in the past, social studies is problem-oriented--concerned with controversy, with values, with social and personal decision-making and choices and with their consequences over time. Population is one of the major 'problems' on which social studies focuses. The study of population includes a broad range of phenomena of which some are problems or have problem aspects: changes in the size of population, their character and structure by sex, ethnicity, occupation, class, movements of population within countries; urbanization, family structure, the status of women, the relationship of population to the economy, to government policy, to the distribution of political power to affect the size and distribution of population. These issues are treated in the curriculum in a problem-oriented approach--the discussions and solutions of which are dealt with through the use of values clarification method. This is another aspect which is common to both population education and social studies. Since both are problem-oriented curricula, they present an opportunity for value discussion and clarification.

Population education therefore can be confidently integrated into social studies. As the problem of population explosion and its understanding is a social problem and attacks the society from various angles, social studies offers a wide scope to the teachers to deal with many problems related to population education. Lane and Wileman in their book, *A structure for population education* provide the teachers with a social studies-population education structure which brings into sharper focus the way in which population affects and is affected by several aspects of human life: physical, social, cutural, political, economic and ecological in four levels: the family, the community, the expanding nation and man and the future.

3. POPULATION EDUCATION IN SOCIAL STUDIES

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Population Education Clearing House

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND OCEANIA

Bangkok, Thailand

III. SCOPE AND SEQUENCE OF POPULATION EDUCATION CONCEPTS AS INTEGRATED INTO SOCIAL STUDIES SUBJECT: CONSOLIDATED FROM SCOPE AND SEQUENCE OF SOCIAL STUDIES SYLLABI OF SELECTED ASIAN COUNTRIES

(Bangladesh, India, Indonesia, Malaysia, Pakistan, Philippines, Republic of Korea)

CONCEPTS	SUB-CONCEPTS	OBJECTIVES	GRADE LEVEL			
			Elementary		Middle Level	High School
			Lower	Upper		
A. THE FAMILY	1. What a family is, family roles and duties.* 2. Significance of home and family. 3. Family size, its members and needs.* 4. Comparison of family sizes.* 5. Effects of family size on family needs.*	1. To develop understanding about composition of families. 2. To discover that birth and death change the size of the family. 3. To recognize that families differ in size, composition and needs.	X X X			
B. THE COMMUNITY AND POPULATION CHANGE	1. What a human population is. 2. Sub-groups in a human population* or various human settlements in the community. a. population in school, population composition, sex, age and distribution in a school. b. various settlements in the village, e.g. people living in the desserts and grassy plains, tropics and polar regions, farming, fishing and mountainous areas.	1. To develop understanding about the size, composition, group, sex, age, distribution and characteristics of various types of population in the community a. To develop understanding about many kinds of occupations the villagers are engaged in. b. To develop understanding about the fact that size and distribution of population and its composition by occupation vary according to regions and environment.		X	X	

CONCEPTS	SUB-CONCEPTS	OBJECTIVES	GRADE LEVEL			
			Elementary		Middle Level	High School
			Lower	Upper		
	3. Characteristics of a human population a. occupation b. housing c. culture d. resource. 4. Changes in population a. population size b. population distribution in the community.	2. To realize that population can change in size a. To develop understanding about population changes in the community due to birth, death, and migration.		X	X	
C. POPULATION CHANGE AND MIGRATION	1. Definition of migration.* 2. Types of migration/patterns of migration.* 3. Causes or reasons for migration.* 4. Effects of migration:* a. on the environment, e.g.traffic congestion, noise, air and water pollution b. on housing,health, food, education c. industries, job, occupation and human settlements. 5. Effects of birth and death on population size. 6. Effects of birth, death and migration on population size. 7. Population distribution in province, city, county, or urban and rural areas.	1. To acquire knowledge of the migration behaviour of people. 2. To understand the cause and effects of migration. 3. To develop understanding about the fact that population increases with on-going generations. 4. To realize that migration affects population change. 5. To develop a rational attitude towards rural-urban migration. 6. To discuss how migration results in overcrowding in some places. 7. To develop understanding about the effects of migration on environment, health, food, housing and others.	X	X X X X X X	X X X X X X	X X

CONCEPTS	SUB-CONCEPTS	OBJECTIVES	GRADE LEVEL			
			Elementary		Middle Level	High School
			Lower	Upper		
		8. To explain how birth, death and migration affect the size of the community.		X	X	X
		9. To develop understanding about population and its density by region areas.			X	X
. DETERMINANTS OF FAMILY SIZE: VALUES AND SOCIAL NORMS	1. Motivations in wanting children. 2. How family size and sex preference norms are formed.* 3. How family size and sex preference are strengthened. 4. How government policies and social practices encourage a large family size.	1. To acquire knowledge of the values, beliefs, and practices of society that influence fertility.			X	X
		2. To explain how family size affects the population of the town, province, and country.			X	X
		3. To discuss some of the motivations for warting children.			X	X
		4. To tell how government and society are contributing towards large/small family size.			X	X
		5. To explain how family size norms are formed and strengthened.			X	X
. COUNTRY AND WORLD POPULATION	1. Country population a. population size of cities and provinces b. population distribution by geographical features, region, and climate c. population density d. dependency ratio e. birth, death and growth rate	1. To analyse population facts and figures in the country and world.			X	X
		2. To discuss age and sex structure and implications of high dependency ratio in the country and the world.			X	X
		3. To develop understanding about the various stages of demographic transition.			X	X

CONCEPTS	SUB-CONCEPTS	OBJECTIVES	GRADE LEVEL			
			Elementary		Middle Level	High School
			Lower	Upper		
	f. three stages of demographic transition.* g. national increase. h. population movements and migration, change in population distribution i. age, sex structure. 2. World population a. trends of world population growth b. world population size, composition c. population distribution d. population size by continent, population density e. movement and migration of people and races from various countries and continents. f. comparison of population structure in developed, developing and under-developed countries.	4. To cite various push and pull factors of migration and movement of population in the country and the world. 5. To develop ability to compare and interpret population composition by sex and age in world's major countries. 6. To develop understanding about world population increase and trends and to build up the ability to summarize the analysis of the distribution of population composition.		X	X	X
EFFECTS OF RAPID POPULATION GROWTH (RPG) ON	Effects of RPG on: 1. Environment (pollution, congestion) 2. Industrialization. 3. Medical and health facilities 4. Employment. 5. Food resources and production.	1. To point out relationship between population growth and economic growth and development. 2. To relate effects of RPG on increase in the consumption of resources and on environmental pollution.		X X	X X	X X

CONCEPTS	SUB-CONCEPTS	OBJECTIVES	GRADE LEVEL			
			Elementary		Middle Level	High School
			Lower	Upper		
DEVELOPMENT AND FAMILY NEEDS	6. Availability of land. 7. Education. 8. Housing. 9. Family needs.	3. To explain the relation between per capita income and economic development.			X	X
POPULATION AND FAMILY PLANNING PROGRAMMES	1. Methods of population census. 2. Birth, death, and migration registration. 3. Significance of population census. 4. Report for in-migration and out-migration. 5. Legal policies affecting population (incentives and disincentives) a. labour/wage b. family planning legislation c. Law of maternal and child health d. pension, social security system e. marriages, divorces f. social customs, laws and norms g. children welfare law, etc.	1. To develop attitudes about the positive cooperation in vital registration as the change of vital events of population influences decisions on population policies.			X	X
		2. To develop understanding of the importance and necessity of family planning and population programme.		X	X	X
		3. To identify legal measures/incentives, disincentives and policies and how they affect family size and population of the country.			X	X
		4. To realize that the national policy for the slowdown in rapid growth of population constitutes a major factor to betterment of the family, community and country.			X	X
		5. To realize the necessity for an accurate population census and statistics, civil and migration registration in formulating government policies for solution of population problem.			X	X

CONCEPTS	SUB-CONCEPTS	OBJECTIVES	GRADE LEVEL			
			Elementary		Middle Level	High School
			Lower	Upper		
H. POPULATION ISSUES AND PLANNING FOR THE FUTURE	1. Definition of family planning.* 2. Beliefs and practices influencing family planning.* 3. Benefits of family planning.* 4. Contraceptive methods.	1. To promote understanding of family planning concept. 2. To relate various beliefs and practices to acceptance and non-acceptance of family planning practices. 3. To become aware of various contraceptive methods. 4. After synthesizing the background information about population, to assume a position when confronted with conflicting views or opinions about population issue. 5. Realizing the importance of planning one's future. 6. Understand why there is a need to plan one's family.				X X X X X X

CONTENT : FAMILY ROLES AND DUTIES

OBJECTIVES: *To realize that members of the family do various activities and these activities depend on their position within the family and the size of the family.*

GRADE LEVEL: LOWER PRIMARY

SCOPE & SEQUENCE NO.: III.A.1

Lesson 1
(Tick who does what in your household)

ACTIVITIES IN THE FAMILY

Pupil Worksheet No. 1 (b)

People in families do various activities. Often these depend on their position within the family.

Tick who does what in your household.

	Any older Brother	Any older Sister	Father	Mother / Yourself		Any younger Brother	Any younger Sister	Any other person in the home
1. Gets the children to bed								
2. Gets the children ready for school								
3. Gets father's breakfast								
4. Goes out to work								
5. Stays at home								
6. Does the cooking								
7. Does the other housework								
8. Collects firewood								
9. Decides who shall do jobs around the house								
10. Feeds the cat/ dog/chickens								
11. Sets the meal-table/place								
12. Visits father's relatives								

	Any older Brother	Any older Sister	Father	Mother / Yourself		Any younger Brother	Any younger Sister	Any other person in the home
13. Visits mother's relatives								
14. Digs the garden								
15. Plants vegetables								
16. Plants flowers								
17. Cleans your sandals/shoes								
18. Does the shopping								
19. Takes messages								
20. Makes the beds								

Write down five important activities done by two members of your household.

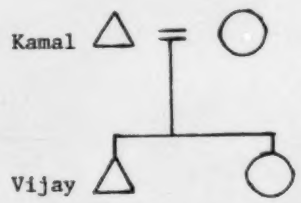
1.
2.
3.
4.
5.
6.

Lesson 2

CONFLICTS WITHIN THE FAMILY

A person plays more than one role in a family. For instance a male may be a husband and a father. This may lead to a CONFLICT, a CLASH, of roles.

1. STUDY this conflict in the SINGH family. Each member of the family expects father to do something different.



Bimla Wati

"Kamal, I would like you to mow the lawn this afternoon."

Sushila

"Father, you promised to take me to Sheela's party."

"Please; take me to watch the game at Albert Park."

(a) Describe the conflict shown in the diagram.
(b) Discuss ways in which a person, other than Father (Kamal), could solve the problem.
(c) Write down how Father could resolve or settle the problem and satisfy each member of the family.
(d) Discuss the various solutions.

2. ROLE-PLAY
(a) Make up another instance of conflict within a family. Play out the conflict by a roleplay.
(b) Then let the audience suggest other solutions. You may like to act these out.

Adapted from: Fiji. Ministry of Education, Youth and Sport; *Looking at families - social science 1.1.1; pupil's study book parts I & II.* Suva, 1976, p. 13.

CONTENT	: FAMILY SIZE AND FAMILY NEEDS
OBJECTIVES:	*To identify the needs of the family and effects of family size on the needs of the family.*
GRADE LEVEL:	LOWER PRIMARY
SCOPE & SEQUENCE NO.:	III.A.3

A PROBLEM OF MONEY

It was Friday evening. Timoci Nayaga had just come home from work. He lived in Suva and worked in a garage. He was not feeling very happy. He sat down at the table in the living room.

"Here you are," he said to his wife Vasiti. "This is my pay for this week." He put a pile of one and two dollar notes on the table. "All we have is $18.00," he went on, "and we have to do so much with it to look after the five of us!"

"Don't be so upset," replied Vasiti. "It is surprising what we can do with this much! You are being very miserable today."

"Well, I did want to go out with George this evening to meet some of his friends. Every time I go out I need some money to spend. Now I can't go, for there will not be any money left over.

Vasiti said quickly, "Well, we have to pay the rent, buy food, and pay school fees at the end of the month. And then there are bus fares and new school uniforms for Mere, Ana, Raju and Gopal. And we ought to save some money. Still, I am sure that if we sit down and work it all out we can find some money for you to go out with George tonight."

Mr. and Mrs. Nayaga receive an average $ 18.00 a week. They have to spend some money on certain things (such as rent, food, and bus fares) every week; other things (such as clothes and newspapers) they spend money on once a month; and other things (such as school fees), they spend money on less often.

Imagine that you are Mr. and Mrs. Nayaga, who have five children at school. How would you spend the money which Mr. Nayaga earned this week?

Copy and complete the list in your notebook or work in groups as directed by your teacher.

For Family of Six with Four Children

Income $18.00

Rent	
Food	
Household goods (e.g. towels, soap)	
Clothing for 6 persons	
Light and power (e.g. kerosene)	
Transport (e.g. bus fares)	
Savings	
Entertainment & Social (Films, Church donations Sport)	
School fees (four children at school)	
Other (e.g. Insurance)	

Let us say that the Nayaga family has only two children, how is the money to be spent on a family of four?

For Family of Four with Two Children

Rent	
Food	
Household goods (e.g. towels, soap)	
Clothing for 4 persons	
Light and power (e.g. kerosene)	
Transport (e.g. bus fares)	
Savings	
Entertainment & Social (Films, Church donations, Sport)	
School fees (two children at school)	
Other (e.g. Insurance)	

Adapted from: Fiji. Ministry of Education, Youth and Sport. *Looking at families - social science 1.1.1; pupil's study book parts I & II.* Suva, 1976, p. 14-15.

CONTENT : COMPARISON OF FAMILY SIZES

OBJECTIVES:
1. *To state that there are large and small families.*
2. *To describe what a small or a large family is.*
3. *To conclude that there are different opinions about what constitutes a small or a large family.*

GRADE LEVEL: LOWER PRIMARY

SCOPE & SEQUENCE NO.: III.A.4

Suggested Procedure:

Have the class sing the following song to the tune of "Leron-Leron Sinta."

Ito ay ang Nanay (This is mother)
Ito ay ang Tatay (This is father)
Ito ay ang Kuya (This is elder brother)
Ito nama'y Ate (This is elder sister)

Ito ay si Tito (This is Tito)
Kapatid na bunso (My youngest brother)
Lima Silang Lahat (We are five in all)
Sa buong mag-anak. (In the family)

The teacher asks the class:

What is this song all about? How many members are there in the family? Is this a small family? Is this a large family or a small family?

Accept varying views. After the next activity let the children express their ideas about family size.

Teacher: We are going to group ourselves into two. Those who think that they belong to a small family, stand on the right side of the room. Those who think that they belong to a large family, stand on the left side of the room. Remember to include only your parents, your brothers, your sisters and yourself when you consider the size of your family. Do not include your grand-parents or other relatives.

Write the heading SMALL FAMILY on the Board.

Teacher: Those of you who belong to a small family, write your name under this heading. (If the space on the chalk board is not enough to accommodate the names of all the children, call on more or less ten children only).

Write the heading LARGE FAMILY on the Board.

Teacher: Those of you who belong to a large family, write your name under this heading. (Call on about ten children only if the chalkboard space is not enough.)

After the children have written their names either under the SMALL FAMILY or LARGE FAMILY HEADING, tell them to write the number of the members of their family opposite their names. Do this for them if they cannot write numbers yet.

The entries, when completed, might look like this:

SMALL FAMILY		LARGE FAMILY	
Jose	-- 4	Mario	-- 6
Corazon	-- 7	Estela	-- 7
Marita	-- 5	Celso	-- 7
Romulo	-- 3	Ligaya	--10
Tito	-- 4	Celia	-- 5
Nelia	-- 6	Adela	-- 8
Etc.	--	Rey	-- 6
		Roel	-- 6
		Etc.	--

Teacher: What is a small family according to these children who consider their families as small? What can you say about the numbers of family members under the LARGE FAMILY heading? What is a large family according to these children who consider their families large? (A family is large if it has five or more members.) What do you notice about some of the numbers of family members under SMALL FAMILY and LARGE FAMILY? Which families have more children?

Emphasize the overlaps in size under the two headings.

Recall the song at the beginning.

Teacher: Now, is the size of the family in our song large or small? Why?

Generalizations, which do not have to be written on the chalkboard, are:

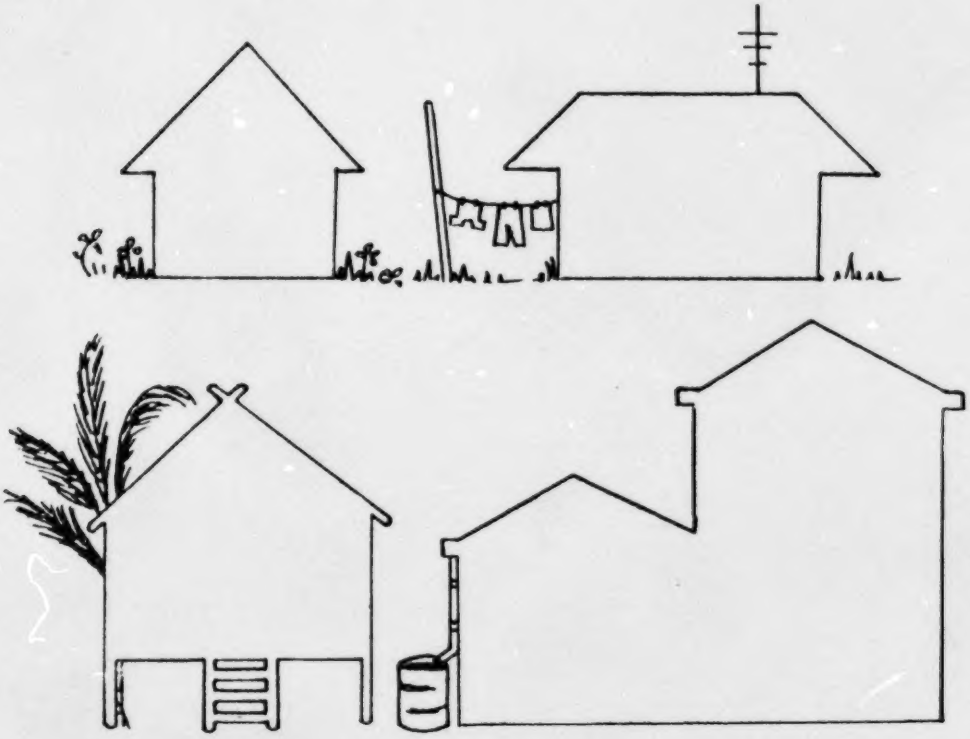
1. Some families are small.
2. Some families are large.
3. There are small families and large families.
4. Some families may be thought of as small by some and large by others.
5. Families differ in size or number of its members.

Adapted from: Philippines. Ministry of Education and Culture. Population Education Program. *Teachers' guide in population education for social studies, grades 1-6.* Manila, 1978, p. 6-7.

CONTENT :	FAMILY SIZE AND FAMILY NEEDS IN TERMS OF HOUSING AND SPACE
OBJECTIVES:	*To compare population increase and housing facilities and space*
GRADE LEVEL:	LOWER PRIMARY
SCOPE & SEQUENCE NO.:	III.A.5

Bahay-bahayan

How many people can fit in the houses below? Draw a family into each house and see!



From: *For children: the Fun-to-Learn and-Do Magazine.* Vol.1, No.5. 1974, p. 25.

CONTENT : MIGRATION

OBJECTIVES: *By the end of this lesson, the student is expected to know that:*

1. *People migrate.*
2. *There are different ways of classifying migration and migrants.*
3. *Two major patterns of Philippine migration are rural-to-urban and Visayas-to-Mindanao.*
4. *There are consequences of migration, both good and bad, for the place to which the migrants migrate.*
5. *Symbols may be used to describe more simply the activities of people.*

GRADE LEVEL: GRADE 4 (LOWER & UPPER PRIMARY)

SCOPE & SEQUENCE NO.: III.C.1; III.C.2; III.C.4

A. Opener

I have a story to read to you. Please listen carefully.

"There once was an island. It was a small but friendly island. People lived on the island. And a few coconut trees and rocks.

There were lots of rocks. Because of all the rocks, the people went fishing. There were also lots of fish. Not on the island, but nearby.

There were 400 people on the island. They lived in 4 villages - Calayugan, Caniga-an, Basdio and Mocpoc. 100 people lived in each village. And they all went fishing and caught lots of fish and everybody was happy.

One day a six-headed, twenty-four-eared yellow-eyed monster wandered by and ate up half the fish.

The next day 400 people went fishing, but there were not many fish. In village Calayugan, 50 people caught fish, but 50 people caught nothing. In village Basdio, the same thing happened. In village Mocpoc, everyone caught lots of fish because the six-headed, four-eared, yellow-eyed monster had missed their part of the island. But in village Caniga-an, no one caught anything.

So 50 people in Calayugan, 50 people in Basdio and 100 people in Caniga-an went hungry.

They were very hungry, so they left their homes and moved to Butuan City where they all got jobs selling under-shirts and blue ballons and mats.

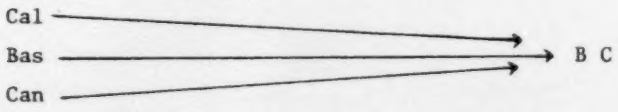
B. Development

DAY 1 and 2

Is this story a true story? Why or why not? (Encourage the students to bring up different reasons for their answers. List them on the blackboard. It is expected that they will conclude that some aspects of the story may be true, while other aspects may not be true.)

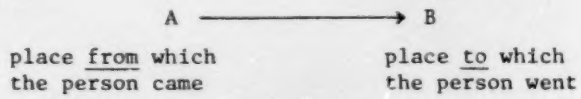
In the story, people moved away from Calayugan, Basdio and Canigaan. They all moved to Butuan City.

As you talk sketch on the blackboard:



Do you think this part of the story is true? Do people really move from one place to another? Do you know of any people who have moved from one place to another? Have any of you ever moved from one place to another?

For each example the students give, sketch the simple model on the blackboard:

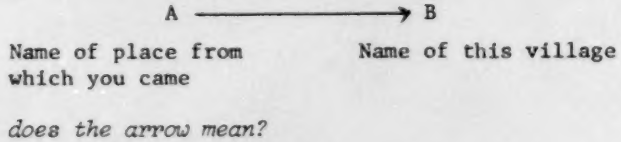


Moving from one place to another is called migration. A person who moves is called a migrant.

Are all people migrants? Are there any of you who were born in this village and never migrated anywhere? What symbol shall we write on the blackboard to describe a person who was born here and still lives here?

Have students invent a symbol.

Let us now put everyone together. If you were born in this village, write the symbol for it on the blackboard. If you were born somewhere else and moved here, write this symbol:



What does the arrow mean?

For homework, let us find out if many people migrated to our village. When you go home, ask 5 people where they came from. Write their answers on a piece of paper like this:

Person's name	Symbol
1. 2. 3. 4. 5.	

Each of you should select five <u>different</u> people. Do not look for five migrants or five non-migrants; just ask any five people.

DAY 3

Divide the class into groups of six. Thus, each group should have information on thirty people. Have each group figure out: a) the number of non-migrants, and b) the number of migrants.

In our village are there more migrants or non-migrants? Do you remember the story of the island and the six-headed, twenty-four-eared yellow-eyed monster? In the story, people migrated from village Calayugan, village Basdio and village Caniga-an to Butuan City. From village to city. They did not move from a village to a town or from a town to a city, but from a village to city. Let us look at all the different ways people can migrate. If they start in a village (V_1), they can migrate to another village (V_2) or to a town (T) or to a city (C)/

(On blackboard)

$V_1 \longrightarrow V_2$

$V_1 \longrightarrow T$

$V_1 \longrightarrow C$

Have student finish this list, beginning with T and beginning with C.

How many ways are there to move among villages, towns and cities? (Answer: 9)

Now, look at the information you collected yesterday; change the symbols on your paper to V, T or C. Do any of you have anyone on your list who migrated from one V_1 to another V_1? V to T? V to C? Etc.

Which of these types of migration do you think are the most common in our country today?

Encourage them to make intelligent guesses, but do not accept an answer unless they can give a plausible reason why.

The following paragraph is intended only for those living in Greater Manila. All others, omit it.

In addition to V, T and C, we live in an area where another type of migration is occuring. *What is it?*

Have the class discuss and define this other type.

Why do people move from Manila to the suburbs?

We have discussed one pattern of migration - the movements among villages, towns and cities (and suburbs). There are other ways of discussing migration. Again let us return to our island and its six-nosed green-eyed monster.

Note: This is a mistake. In the story it was twenty-four eared and yellow-eyed. Teachers should make mistakes - on purpose, if necessary. Encourage the students to point out your mistakes so that they will learn not to consider the teacher as the source of all wisdom.

If you remember, in the story, the migrants went to Butuan City. In what part of our country is Butuan City? (Point to it on the map.) What I didn't tell you is that the island is located near Bohol. Where is Bohol? (Map) What region of the country is it? Therefore the migrants migrated from what region to what region? Do you think this part of the story is likely to be true? Are there many people moving from the Visayas to Mindanao?

Encourage replies. Also ask why, but if they have no idea, give the answer.

The Visayas is a region of our country which is losing people to other areas; many people migrate from there to Mindanao. Here are some other areas which are losing or gaining people. *Where(on the map) are they?*

Losing: Visayas, Ilocos, Central Luzon
Gaining: Mindanao, Mindoro, Palawan, Rizal

On your outline map, show the areas which are losing people through migration with one colour (or shade or symbol) and areas which are gaining people through migration with another.

(Small group discussion.) *Can you think of any other ways in which people in our country migrate?*

Adapted from: Philippines. Ministry of Education and Culture. Population Education Program. *Teacher's guide in population education for social studies, grades 1-6.* Manila, 1978, p. 57-62.

CONTENT : REASONS FOR MIGRATION

OBJECTIVES: 1. *To identify different personal values.*
2. *To describe two different sets of conflicting values concerning migration.*

GRADE LEVEL: UPPER PRIMARY/MIDDLE SCHOOL

SCOPE & SEQUENCE NO.: III.C.3

Preparation: Before this activity, the students should already have four to six classroom hours about migration in their country, and push-pull factors including identification of some reasons for current migration patterns. The following stories are presented to enable students to identify sets of conflicting personal values with respect to migration. These stories could be presented as case studies, role playing, creative writing exercises, etc. To show some of this pedagogical variety, two different classroom activities are described below.

Class Activity # 1

The teacher read and showed this story to the class (some simple drawings would add interest to the story):

Anni has just finished her nursing course at a university in the city. She will be a nurse. Her friends at the university tell her to stay in the city to work at a big hospital. She can get a job there.

Anni wants to stay. But, in her heart she knows that her small town needs her. Her parents wrote a letter to say that the Rural Health Unit in their town does not have a nurse.

Factual questions to ask the class:
What is Anni's work? Have you seen a nurse?
What do her friends say?
What do her parents say?

Analytical questions:
What does a nurse do?
Where does our country need nurses most - in the city or the villages?

Then the teacher with the class begins a list of Anni's reasons for working in the city and the countryside. After beginning the list, students on their own are asked to write at least one more possible "reason" for Anni to work in the city and one for the rural areas as homework. They may want to ask their parents.

The list may look like this:

Anni's possible reasons for working in the city	Anni's possible reasons for working in the country
- friends ask her to stay	- village needs a nurse
- city is exciting	- more helpful work
- city is big	- countryside is pleasant and clearer
etc.	- she knows the people
	etc.

The next day all the reasons may be tabulated and, perhaps, a vote taken.

Class Activity # 2: Role-playing

The teacher presents this story to the students:

Mr. Ahmad is a tenant on a small farm. He and his family were happy and had saved some money by selling rice. However, just lately, two typhoons and floods ruined the crops. It did not look so good this year. Mr. Ahmad is very sad. He wants to leave the farm to move to the city. Maybe he could put up a small store or get a stall in the market. His wife, Mrs. Zarina, does not want to leave the farm. She says that it is not easy to look for a job or to earn a living in the city. Also they may have a better crop in the next year. Then, it is hard to adjust to a new place and a new way of living.

Directions are given for role-playing. This situation could be role-played 2 or 3 times by different students (playing Mr. Ahmad and Mrs. Zarina). The other students in the "audience" should also be given tasks such as reporting the reasons that are given. The choices and reasons could then be listed.

Directions for role-playing should include:

Giving the students time to plan their roles, without writing a script.
Encouraging the audience not to interrupt the role-playing.
Making a description of the characters to be certain the roles are understood by everyone.
Encouraging students to act and feel the students they portray.

Each role-playing should be stopped while interest is high but not before ideas are developed. If students are too shy to attempt role-playing at first, the teacher could demonstrate.

Adapted from: Philippines. Ministry of Education and Culture. Population Education Program. *Teacher's guide in population education for social studies, grades 1-6.* Manila, 1978, p. 67.

CONTENT : DEMOGRAPHIC TRANSITION: WHAT IT MEANS TO OUR COUNTRY

OBJECTIVES:

1. *To answer at least one oral question about the pictures which are introduced at the beginning of the unit.*
2. *To identify the demographic stages shown in the pictures.*
3. *To answer correctly most of the short answer questions about each of the stories which are introduced in the second hour of this unit.*
4. *To identify either orally or in writing his/her own position in one of the three transitional demographic stages.*

GRADE LEVEL: UPPER PRIMARY

SCOPE & SEQUENCE NO.: III.B.2; III.E.1.f

MATERIALS: Three pictures and three stories showing different stages of the demographic transition are provided in this unit.

BACKGROUND: The demographic transition has been in progress in the Republic of Korea for many years and both birth and death rates have been progressively lowered. In this instructional unit students should learn about the basic stages that the Republic of Korea and all nations go through in the process of modernization. In order to reinforce an awareness that the progress must continue, the activities in this five-day social studies unit require fifth grade students to study Korean social change in three stages: the traditional stage, the transitional stage and the modern industrial stage.

The teacher should be certain that students are not misled by the success in lowering birth rates in the Republic of Korea in recent years, because the facts of relatively rapid population growth are still very real.

Classroom Activities:

FIRST HOUR part 1 The teacher will lead a discussion about how life has been changing for the 30 million people in the Republic of Korea. The teacher shows three pictures which depict life in that country in the past, present and future. (See the three pictures at the end of this unit.) The teacher asks questions about the pictures. Picture A is a village scene of the traditional stage of the demographic transition. Picture B is a city and village scene of the transitional stage, and Picture C is a city and village scene of the modern industrial stage.

Questions should be asked to see if the students can see that differences exist in the pictures in terms of

numbers of people, ages of people and life styles of people.

FIRST HOUR part 2 — The students will be asked to read 3 short stories to be discussed in the next hour in class. (See Appendix A.) Each story has a few questions that the students should attempt to answer as homework with the help of their parents or friends. This exercise may begin in class but must be completed at home. The 3 short stories and questions about them are given at the end of this unit.

SECOND HOUR — The teacher leads a discussion of the stories and asks the students to match the stories to the pictures which are in front of the room.

Picture A : Story 1
Picture B : Story 2
Picture C : Story 3

As the class begins to recognize the similarities in information between the pictures and the stories, the teacher draws on the questions which were assigned to the students at the last class meeting.

The teacher can ask questions such as these:

There are good things of life like food, clothing and shelter that tend to be in poor supply to the individual citizen more during one stage than others. Which picture shows the stage best?

Which is the picture that best shows life in the transitional stage? the modern industrial stage? the traditional stage?

Why does each individual tend to receive less of the good things of life during the transitional stage?

Which is the story that best reflects life in the traditional stage? the modern industrial stage?

Current living conditions in the Republic of Korea suggest that our nation is in which stage?

When success in the control of rapid population increase is attained in the Republic of Korea, which stage will have arrived?

THIRD HOUR — If most students could answer the questions in the discussion in the previous class hour, the teacher should have the class take a short answer test. The students should be allowed 25-30 minutes to take the test. Then the test papers are collected.

For home study paper, pages 86 to 120 in the social studies text (5th grade 2nd school term) are assigned to be read with the purpose of answering questions which the class will review the next day. Two sample test questions are:

1. The story that best reflects life in the modern industrial stage is
   a. Story # 1
   b. Story # 2
   c. Story # 3

   answer ( )

2. School life will be, in the modern industrial stage,
   a. Less crowded classrooms.
   b. More crowded classrooms.
   c. Very little change in class size.

   answer ( )

FOURTH HOUR

The teacher returns the short tests, each marked to show correct answers and reviews the test questions.

She conducts a discussion, based on the homework assignment regarding "Living Conditions in the Republic of Korea - Are they signs of modernization?"

a. Present status of population increase in the Republic of Korea.
b. Relations between population increase and shortage of food in the Republic of Korea.
c. Relations between population increase and the area of farmland per farm family in the Republic of Korea, etc.

The students relay on their written homework.

The teacher tells the class that we will play a game tomorrow about "The three stages".

FIFTH HOUR

"The Three Stages Game" is played. (Game is not shown here)

a. Purposes of the game
   1. Give the students a chance to summarize and compare the three stages of demographic transition which they had learned.
   2. Students shall internalize the idea that the Republic of Korea is in the transitional stage of demographic change.

APPENDIX A

Story 1

There was once a man who was born in a very poor house. He grew up in the village where there were no schools. During the daytime he worked on the farm or cut trees. At night he could do nothing because there was no electric light .....

Questions:

1. Do you think that he attended school or not? What makes you think so?
2. Do you think the village where he lived was crowded or not? What makes you think so?

Story 2

A man was born in a small village in Kyonggi Province in 1921. At that time the village had a population of only about 50 and was very quiet. But the present population of this village is over two hundred. Every day many cars pass through the village at very high speeds, and people can always see children everywhere. When he was a boy there was no electricity in the village. But now most of the houses in the village have radio sets and many families have come to enjoy all kinds of radio programmes.

Questions:

1. How many times has the village increased its population today compared with the time when he was born?
2. Do you think that the village today has many children or not? What makes you think so?

Story 3

London, England
Saturday, July 8, 1971

Dear Chulsoo,

My father and I have been in London. We are staying at my uncle's. There are four people in my uncle's family; they are my uncle, my aunt, and two cousins, Yeongmi and Yeongsoo.

The day before yesterday Yeongmi and I went to Hyde Park in my uncle's car after driving along the busy streets, where many-storied buildings are lined up, and passing through an underground tunnel.

We enjoyed a pleasant walk there. The weather was nice and the green leaves of the trees were very beautiful. We walked through lovely gardens where some strange flowers were nicely planted together.

Soon we came to a circular pond on which ducks were swimming about. There were a lot of people there, but it was quiet and beautiful. Sitting on the grass, I forgot for the moment that I was in one of the busiest cities in the world .....

Your friend
Kyongsik

Questions:

1. What impression does this place make on you? Do you think that parts of it are congested and in disorder? or is it well provided with the modern cultural facilities? What makes you think so?
2. What is your opinion of the number of the uncle's children? Is it too large, too small, or appropriate? What makes you think so?

APPENDIX B

Picture A

Picture A (traditional stage) : A village scene showing the life of a large family consisting of a couple, their parents and 8 children, and a few people performing classical tasks and activities.

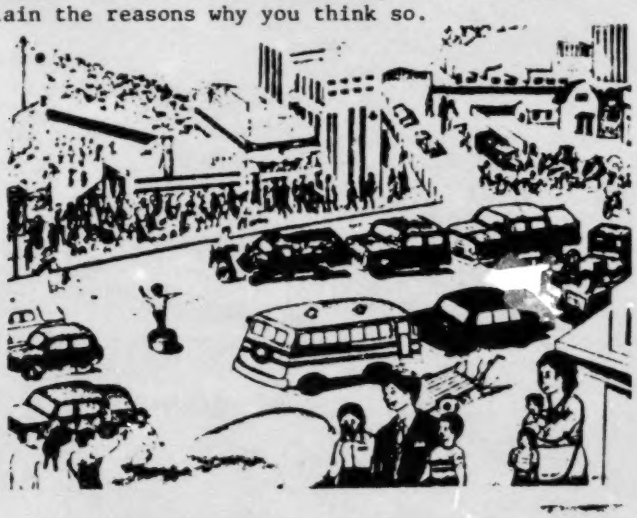
Questions to ask the class about each picture:

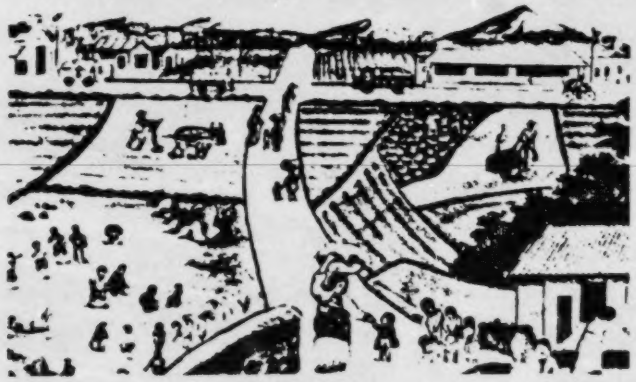
1. What impression does this village (or this city) produce ? Does it look crowded or not? Does it look peaceful and well-off?
2. Are there any health clinics and/or hospitals in this village (or in this city)?
3. Are there any schools in this village (or in this city)?
4. What is this child's mother doing?
5. Are there any homes for the aged in the village (or in this city)?

Overall questions about three pictures

1. From these pictures, which society is most lacking in good things of life such as food, clothing and housing? Explain the reasons why you think so.
2. From these pictures, which society has a higher percentage of children? Explain the reasons why you think so.
3. From these pictures, in which society are parents most distressed for the educational expenses for their children? Explain the reasons why you think so.

Picture B

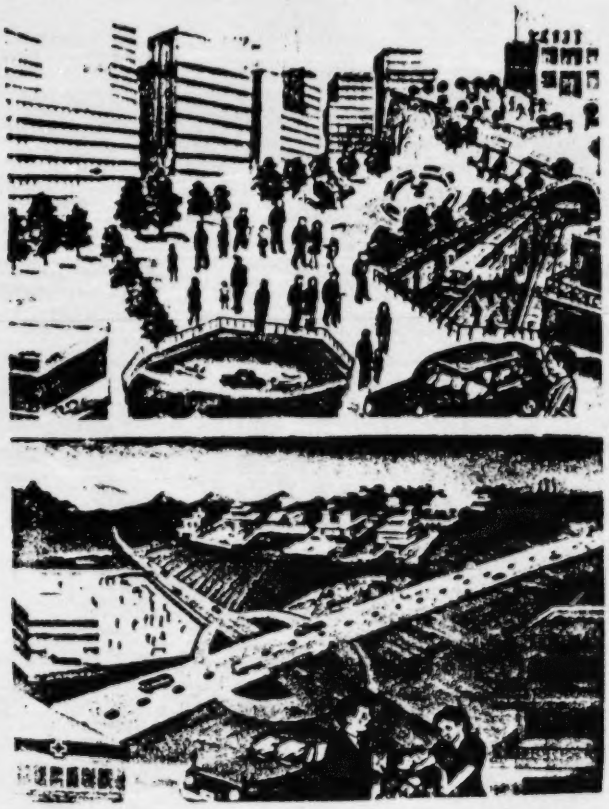




Picture B (transitional stage) : This picture contains two scenes. One is a city scene showing the life of a family consisting of a couple and their 5 children, big crowds of young adults, cars, industry, smoke, apartments, etc.

The other is a village scene showing the life of family consisting of a couple, their parents and 6 children, and a few old people, a group of children, farmers, trucks, telephone wires, etc.

Picture C



Picture C (modern industrial stage) : This picture should contain two scenes. One is a city scene showing a small family consisting of a couple and their two children, a normal and uncrowded distribution of people in terms of age, and all kinds of modern cultural facilities arranged in order.

The other is a village scene showing a small family consisting of a couple and their children, a few farmers using farm-machines, all kinds of modern cultural facilities arranged in order.

Adapted from: Central Education Research Institute. *Curriculum improvements for population education in the elementary and secondary schools of the Republic of Korea - the second stage final report.* Seoul, 1972, p. 27-84 (People in our changing Korea - a unit for the fifth grade social studies)

CONTENT :	FORMATION OF FAMILY SIZE AND SEX PREFERENCE NORMS
OBJECTIVES:	*To acquire knowledge of the values, beliefs and practices of society that influence fertility.*
GRADE LEVEL:	MIDDLE AND HIGH SCHOOL
SCOPE & SEQUENCE NO.:	III.D.2

CHANGING VALUES

All friends were meeting on the day before the Rakshabandhan. They were showing each other the Raksha they had bought. Shila seemed to be sad.

Mona - Why are you so quiet? Why are you unhappy? What has happened?

Shila - I feel something missing. I need a brother. To whom shall I tie a Raksha?

Mona - Haven't you got an elder sister? Can you not tie it to her? Time has changed now. Sister also studies as nicely as brother. She earns as much as a brother. Will she not give money if you tie Raksha to her?

Shila - It is not the question of money. Brotherly love is a rare thing. The progress and career of modern women in other fields rarely allow one to feel the absence of men folk.

Rekha - The people in the past prefer to have a son. Women used to pray to all God and Goddess to have a son. Don't you know even today people distribute sweets when the boy is born?

Mona - Well, in olden days, they used to distribute sweets to welcome the birth of a son. But, my mummy told me that they distributed sweets when I was born. Is it not a revolution?

Rekha - Why is there a differential treatment?

Shila - Our country is an agricultural one. According to our traditional agriculture, father wanted a son to help him in the farm. Even in the wars, sons wanted to fight against the enemies with swords and spears. Women were considered helpless. It was believed that women could not stand in line with men in making the life successful. At the same time, she was sent or she was refused for marriage because of the inadequate dowry. In case of a boy, the father used to receive a huge dowry.

Mona - Don't you read the newspapers? Don't you know that people are leading a campaign against the civil system of dowry? What is the use of a son in this age of electricity when the dead body is cremated within minutes? In the atomic age, even the wars are not fought by human strength but by intellectual capacity.

Rekha - Is it not a fact that the name of progeny continue with the birth of a son. The continuity of the heredity is maintained by the birth of a son and not by the birth of a daughter.

Mona - Let us forget your old proverbs in this age of social revolution.

Shila - How can the name of the father continue without the name of a son?

Mona - Well, who cares for the names? Gandhiji has become immortal. Who has cared for his son? Don't you know that in this age "Work is worship"?

Questions:

1. What was the position of girls in earlier days?
2. What is their position at present?
3. What will be the results of the removal of dowry system?

Activities:

Join the social programme of Raksha Bandhan.

Things to remember:

Men and women are the two wheels of chariot of society.

This exercise is about 'changing values'. It helps the pupils to recognize emerging values in the families. It is a fact-based one. It is presented in the form of a conversation.

Excerpted from: Federation of Gujarat Mills and Industries. *An experiment in population education (- better family life education).* Baroda (India), 1975-78, p. 48-50.

CONTENT	: EFFECTS OF RAPID POPULATION GROWTH ON ENVIRONMENT AND COMMUNITY RESOURCES
OBJECTIVES:	*To point out the effect of population growth on urbanization, environment and community resources.*
GRADE LEVEL:	UPPER PRIMARY
SCOPE & SEQUENCE NO.:	III.F.1

BRING THE CITY BACK TO PEOPLE

Once upon a time, the city was place to be
The pace was fast; the lights were bright with opportunity.
Growth we saw as progress.
Smokestacks bellowed at the sky.
Jobs attracted people.
Till there was no more room to fly.....
Fly a kite.
Or ride a bike.
No clean air left to breath.
The city grew beyond itself.
And people began to leave.
Only a place to come and go.
It's not the way it should be.
So we must bring the city back to people.....
Bring the city back to people.....
There should be more room to laugh.
More friendly open doors.
If the city is not for people.
Then who is it for?
The cars pour(ed) in each morning.
And out at five O'clock.
Leaving the poor to walk on darkened streets.
With fear on every block.
The prices are so high these days.
When spirits are so low.
The glory of our society
And what we have to show
Only a place.....
Only a place.....

Bellowed- Spirits
Room- pace
Block-

Questions:

1. Give a suitable title to this poem.

2. Write a poem explaining how the city has lost its beauty.

Things to remember:

> Man made the towns and God made villages. Before the city gets spoiled, we should try to make it clean and beautiful.

This exercise is a poem on Baroda city. It describes how the industrial development has affected the city of Baroda. It is a fact-based exercise. At the end of the poem, pupils are asked to answer the question. Baroda has been spoiled, why? What is your role to bring it back to its earlier beauty?

In response to these questions many reason were given, such as:

1. The development of industries and factories caused the water and air pollution.
2. Because of industrial development, rural people migrated towards the city area and caused the population growth.
3. Industrial development has affected the price of commodities which has increased.
4. Baroda has become dirty because of various factories.
5. Increasing number of factories in the city has affected the health of the people.
6. Industrial growth has also spoiled the beauty of Baroda.

Pupils have also mentioned a few suggestions to prevent the air, water and land pollution and bring it to its original beauty. The suggestions are:

1. The number of industries should be controlled.
2. Municipality should see that there are more trees and plants in the city.
3. There should be some arrangements to clear standing water. For example, Vishwamitri river causes many diseases because of the dirty, standing water which breeds mosquitoes.
4. More parks and fountains can be developed.

The responses of the pupils show that they have comprehended the poem well as they have reflected the effects of industrialization on different facets of life in Baroda city. They have suggested certain relevant schemes to retain the city's beauty. They have made a specific mention of the urgent need to clear stagnant water of Vishwamitri and the check on industrial growth. They have written in clear terms about their own roles as citizens in this regard.

Exercise - WHY IS IT SO?

1. Why is there a long queue for the bus?
2. Why is there a rush for milk?
3. Why are the trains over-crowded?
4. Why are the hospitals full?
5. Why is there a queue for water?

You must be experiencing these and similar types of problems. Write similar types of problems which you face in daily life.

1.
2.
3.
4.

Lack of resources and results of over population.

Scarcity - rush
rush - queues

The exercise 'Why is it so?' is an idea-based exercise, wherein a few situations which are the resultants of over-population, are provided viz., why is there a long queue for bus, milk, water, etc. Pupils have to provide similar situations from daily life which are the resultants of population growth.

The collection of situations provided by pupils are:

1. Why is there rush at cinema house....?
2. Why are the schools over-crowded?
3. Why is there a problem of employment?
4. Why is there rush in the shops, when there are many shops?
5. Why is there rush everywhere wherever we go?

This indicates that the pupils are well aware of the situations affected by population explosion.

Excerpted from: Federation of Gujarat Mills and Industries. *An experiment in population education (- better family life education).* Baroda (India), 1975-78, p. 42-44, 47)

CONTENT : GOVERNMENT POLICIES AFFECTING POPULATION

OBJECTIVES:
1. *To understand how the government policies and social practices encourage a large or a small family size.*
   a. *State some laws or decrees that influence family size.*
   b. *Cite some practices in society that favour a large family size.*
2. *To examine critically existing beliefs and practices in the light of individual, as well as societal needs.*
3. *To determine a desirable family size.*

GRADE LEVEL: MIDDLE & HIGH SCHOOL

SCOPE & SEQUENCE NO.: III.G.5

Have the pupils read the following news items from the Bulletin Today (July 30, 1973; March 19, 1973).

News Item No. 1

In August, 1973, Singapore started enforcing a new set of laws that would make couples have fewer children. They are the following:

1. A couple would have to pay higher hospital bills for every child born.
2. Tax deductions or exemptions are for the first three children only.
3. An employed mother in Singapore can enjoy paid maternity leaves for the first two children only.
4. Couples with two or fewer children will be given the first chance to occupy apartments and housing units.

News Item No. 2

A Spanish couple with 18 children has won a prize of 150,000 pesetas (nearly 3,000 dollars) for being the largest family in Spain. Mr. and Mrs. Rojas said after being given money by the Spanish government, "It follows (because of the prize) that we will have some more children."

Development

Watch the pupils' reactions on both news items. Have them give their comments. Then discuss the items along the following lines:

Compare the news items. Which government favours a small family size? A large family size? What about our government? What does it favour?

Draw out the fact that the trend in our country used to be favourable to a large family size by having the pupils answer the following questions:

How long could a permanent teacher go on maternity leave with pay? How much pay would she get?

Have the pupil who was assigned to get the desired information report his findings.

Is the maternity leave with pay favourable to having more children? Why? Compare the situation here with that in Singapore. If a female employee or teacher does not get paid when she has her baby, do you think this would affect her family size? How? (Perhaps she would space her babies to reduce the number of children she will have.)

What government policies encourage a large family size?

Draw out the fact that it used to be that all children below 18 years meant a ₱1,000 deduction each for the parents when they paid their income taxes.

Is this still true today?

If the pupils don't know the answer, explain that in Presidential Decree No. 69 entitled Amending Certain Sections of the National Revenue Code, the number of dependents who can be considered for exemptions has been reduced to four only for those families who will have additional children born after December, 1973.

Besides the government, our society also favors a large family size.

Discuss the Parents-of-the-Year Award given to U.P. graduates whose many children also finished their courses at the State University; also the giving of prizes to couples with the most number of children during class reunions; the deductions in matriculation fees of sisters and brothers attending the same school or university; etc.

Summing Up

Based on our lesson and discussions today, would you say that some government policies influence family size? What about our own government and our own society?

Lead the children to give the following statements. Write the statements on the chalkboard:

1. Some governments encourage a large family size. Some governments have laws that favour small families.
2. Our government used to promote a large family size. Now it has started to promote a small family size.
3. Some practices in our society promote a large family size.

IV. STATEMENT OF GENERALIZATIONS

What important ideas have we learned in this unit?

Elicit the following:
- There are motivations in wanting children.
- Our customs, beliefs, sayings, and practices affect our family size and the population of our country.
- We should be critical towards our beliefs, sayings, practices, and customs. We should examine them instead of readily accepting everything without question.

- Our government policies and social practices influence family size.

Let us make one big statement to summarize all the above ideas. Perhaps this question will help you. As a citizen, what can you do about the population situation of your country?

The following answers may be expected:

Citizens have roles to play in choosing a desirable family size. They should be critical about some beliefs, customs, sayings, and practices that affect family size which also affect the population situation of the country.

If the pupils cannot give the above generalizations draw these out by a series of questions, like the following:

Can you, as a young citizen, do something to change your community? In what ways? After having studied our beliefs, customs, sayings, and practices, would you accept readily all of them without question? How would your change of attitude affect family size? How would it affect the population situation of our country?

Let us think ahead. When you yourselves become parents, what would you consider a desirable family size? Why?

Count and tally the answers on the chalkboard to find out what the class considers as a desirable family size.

The table will perhaps look like this:

Number of Children Wanted	Number of Pupils Who Want This Number
12	1
11	0
10	2
9	3
8	2
7	2
6	5
5	5
4	9
3	10
2	4
1	2
0	0

Analyse the results with the pupils. Ask them why many favour three and four children. Ask the significance of this family size to the population situation of the town, province, and country.

Excerpted from: Philippines. Ministry of Education and Culture. Population Education Program. *Teacher's guide in population education for social studies, grades 1-6.* Manila, 1976, p. 91-93.

CONTENT	: PLANNING FOR THE FUTURE
OBJECTIVES:	1. *To realize the importance of planning one's future.* 2. *To understand why there is a need to plan one's family.* 3. *To realize that reducing the family size is a national concern.* 4. *To appreciate the fact that a society-oriented individual's plans on population make for better achievement of national goals.*
GRADE LEVEL:	HIGH SCHOOL
SCOPE & SEQUENCE NO.:	III.H

Show a picture of a beautiful house and ask the following questions:

What have you to say about this picture of a house? Why do you think this house came to be constructed as beautifully as this? (Accept as many answers as the class may give, but the teacher should lead them to the fact that planning had been an important consideration in the construction of the house in the picture.)

Suppose you were the owner of the house in the picture and you were asked how you came to construct such a beautiful house, what would you say? Wouldn't you like to know what steps the owner took in planning the construction of his house? (This activity should lead to the presentation of the steps in planning and decision-making.)

These steps may be printed on pieces of tagboard and presented one by one to the class.

a. Set the goals.
b. Determine ways of attaining the goals.
c. Choose some alternatives.
d. Implement the plan.
e. Evaluate and revise means and goals.

Let's go back to the house in the picture you have just seen. What do you think was the goal of the owner? (Probable answers of the students may be as follows):

a. To build a house that is not only beautiful but also within his financial means.
b. To build a house that will be the most beautiful in the community.
c. To build a house which he can still afford because his children are not yet in college or which his family can enjoy and where they can live in comfort.

(The class may contribute other answers.) Which of these goals do you consider as the best? Why do you think so?

Let us analyse the elements involved in setting goals. What are

these elements? If you analyse goal c, what are the elements involved?

Purpose - To build a house
When - While his children are not yet in college
Resources - The cost is within the finances of the family
Value - The enjoyment and comfort of his family.

What elements are missing in goals a and b? Why is it important that in setting goals these elements be considered?

Once the goals have been formulated, what would be the next step? The following alternatives to attain the goal might be considered:

Which would be more expensive, to construct the house when the children are still young or wait until the children have grown up and finished studying?

Should they sacrifice comfortable living now and wait until they have saved enough for constructing the new house or should they construct the house now and live comfortably and cut down their expenses on non-essentials?

After considering these alternatives, the owner of the house decides which is a better alternative to realize his goal.

Once he has made the decision on the alternative, he thinks of ways and means of implementing the plan.

Do you think this process of evaluation is necessary in planning and decision-making? Why?

Introduce the song "Bahala Na Raw" (To be sung to the tune of "Que Sera Sera")

"Bahala Na Raw" (What will be, will be)

When I was just a sixth grader
I asked my parents, "What will I be?
Will I continue or will I not?"
This is what they told me.
Que sera, sera, whatever will be, will be
The future's not ours to see.
"Bahala na raw."

When I graduated from high school
I asked them once more, "What will I be?
Will I continue, or will I work?"
This is what they told me.
"Bahala na raw, Whatever will be, will be
The future's not ours to see,
"Bahala na raw."

And so I asked them finally,
What other plan do they have for me?
Has there been any, or none at all?
This is what they told me.
"Que sera, sera, so sorry are we, dear one,
The future we leave to chance,
So we have no plans."

And so before I went to bed,
I asked my poor self, "What will I be?
Will it be college, job or marriage?"
I myself cannot say.
Que sera, sera, my future depends on me,
Bahala na cannot be
I must plan today.

What is the implication of this song? Should we leave the future to chance? Why? Why do we say that planning gives one a sense of direction? What is your comment about the term "bahala na?"

Very soon you will graduate from high school. What do you intend to do after your graduation? Cite only the major activities you intend to do. Do you think you need to plan your future? If you do, how would you go about planning your future?

1. Planning the Future

Let us compare planning your future with that of planning the construction of a house. What guidelines should you remember in planning? Ask the class to make a listing of pointers such as the following:

a. What is/are the goal/goals you want to achieve?
b. What are your alternative means or ways for attaining them?
c. Among these alternatives which one will best achieve your goals?
d. How would you implement your plan?
e. If there is a hitch or snag in the implementation of the plan, what should be done with the goals?

2. Steps in Planning and Decision-making

With a given list of sample goals and alternatives, such as the ones below, call on individual students to discuss orally how they will apply the steps in planning and decision-making:

a. Set goals.
   - To finish college
   - To be successful in my career
   - To attain a happy and successful married life.

b. List alternatives.
   - Have a strong educational background by finishing college.
   - Get married after high school graduation.
   - Get a stable paying job after college.
   - Find a job after finishing high school.
   - Postpone marriage until after college graduation and think of it only after I have found employment in a steady job that pays well.

c. Choose the best alternative to realize goals. Which is the best alternative? Why? (With a strong educational background and a college training, one can compete better in getting a steady job that pays well. And with a steady job that pays well one has better chances of success in life than one who has less education, training and income.)

d. Implement the plan.

Those which need immediate action:
- Study hard and finish high school
- Save for a college education.

Those which need later action:
- Study hard to obtain a college degree or diploma.
- Look for a steady job that pays well after finishing college.
- Decide when to marry.

e. Evaluate goals and means of reaching goals. When should you revise your goals?

Summary: Guide the class to summarize the important points in the lesson by answering the following:

a. Why is it important to plan one's future?
b. How do you plan your future?

Commitment: Make a tentative plan of your future considering the steps in planning. Evaluate your plan by referring to the pointers in planning.

Adapted from: Philippines. Ministry of Education and Culture. Population Education Program. *Teacher's guide in population education for social studies, first year-fourth year.* Manila, 1975, p. 93-99.